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ABSTRACT

Adult education in the U.S. today and its future are summarized. As it presently exists, adult education is said to be local in nature. A national adult education research project is currently being conducted to determine the performance requirements for adults in a postindustrial society. Adult education has been a strong factor in raising the expectations of the disadvantaged, and it has also been a tool in meeting some of these new expectations. Two educational concepts that grew in importance during the decade were career education and lifetime learning. Adult education is organized in many communities in connection with the elementary and secondary school system; however, in most communities employers, churches, unions, military service schools, colleges, public libraries, correspondence schools, community agencies, and a wide variety of professional, proprietary, and voluntary institutions also provide adult education. It assumes such varied forms as courses taken for credit, informal instruction, on-the-job training, correspondence study, and discussion groups or demonstrations at home, in the shop, in the field, or in the office. The college or university has provided most of the training for adult educators. Among the estimated total population of 130,314,000 persons age 17 and over, 10.1% participated in adult education, and 8.1% were full-time students. Excluding full-time students, of the 119,719,000 eligible, 11% participated in adult education. Women outnumbered men in the population, but more men participated in adult education. A common concern for effective methods aids in a predicted massive growth in adult education. (DB)

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EDUCATION & WELFARE
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ED 072360

SUMMARY OF PERSPECTIVES OF ADULT EDUCATION IN THE UNITED STATES AND A PROJECTION FOR THE FUTURE

米国における成人教育の
展望およびその将来

(概　略)

AC014204

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education

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Report for the Third International Conference on Adult Education, Sponsored by the United Nations Educational, Scientific and Cultural Organization, Tokyo, Japan, July 25 - August 7, 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Elliot L. Richardson, Secretary

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以上要旨の様な。

し試案の初めに性質と体活連携の役をいりである。

作業表しや有効的部分要旨目標の導入。

解さ国暁。で城文化福祉のかかり指導の下に於ける人ニオるきー

現在。を習生刑政が雑帝的でわに化成るなおかの

環両多境学の不は米国機関国はかは助体るな親解たり面

潮てき環統人て自中兵組る米て権で授見け要不強ニナ側

人ーで国継個っ教育すえかな今政のかともをてるい

ス鉄人のるとりず把握はい明命財策に何と告ーがた

解るてい上成わせ出治小強今の政々多っ教意ニが

連ととオい不性のて原改りそる命は慶家国心もの簡ニー

国さる受通に国国っに。その刑程国のなのニによ述

米心力向を不大米も転国とる的刑政る自紀国の各べ記

変でを推動及。を管金給力授政邪力教。割来て読も

れ心調はカ　多なに人すら何け
らの育ら能　力が待　費自につ
ま社人教め底　に強期又消ラて近
にも成人に対　遇るの。色いすに
ルいの成。　境め規るれと　標
べな候国が等　なが新動そいしは日な。
レい会全る。　ね判たらもしなこのい社し児る道で教概概
りて社めい番小不をみで造はおこて国求訟ま報部業育の
ギー業たて。　待に設製でびをっ来要。に不一職教育
り、エのル読小は期　生をの吟民有　色勧会地の　の教
ず連　定さ　表育りの品も色市とは遇運社　果年つ業
有が在沢税はて教っめ的緒の数のけ泳待教域た。結イニ職
"生カ現カ実件っ人とてたはけ意人助数る開地きのこう。
　著。能が栄ま表に困ラとた成万生ラ打性。イサこいた
が読る要査要に　育要生る連百る　平生勧でも　と一

教し社で会図　組育はこで態
人連域育教共関家教育一育庁形
の要である。教産象ま必
成関把教　会我志人教オ教務の
にの人者　会等成人フ信事々
は度数成用学社　が成ニ通・稚
で制方の庭大域職職り・場
会育。一　把組組又・課現等
社教る唯は校　者な。又訓・育
域等いがて学育管様る一業場教
把中てれ本係教経多ハコ職職把
性は己職識話の認験識す。
要で自な認しマを経知にく初ま
心のの的フ利人性のこみ多　職はが
術も民産ハにの要人自で数は組てる会館業等提位なび計
校な市生ともめくル成て性　育て会的組書職職を単ル及の

ム学征　ミ大は配る　的が　，法け　共府て　すの
ラ大にしコ合プ負り　ゃて年男者方ブレ　の政ー　右関
グ制個か　稼育教ラ　大，ナののた向ヵ連邦に　存機
ロ日別ー校び教びき　に立去くく，オー連りに法　
で全は　学及人及び　育織過多男な　剛　会重
育びとる。等成に　教組　数数ル納たは ル浮　社る
教及ムいヰジの識上る人　る　のそ識ーにさを　国す
人　ラて・ッ域組以い成があは府ル意加ムだ実　来対
成年グル初レ地　前て　るでラ政り め増ラいな　に
るの青ロさ　カ右画、以きはい的参邦　たにグみ備　は国
いと。プ織来　庁企をて府て目の連ガた激ロず不　つ事
て人童育組以イ　の位出政ー多府包関ー急ヵ向と　ーな
っと児教小年テがム責ガ邦年　政律機行くの領サ　の判
とりさ65ニ等ラの伺連等ず邦法び執な存な成るそ不
をは生画、19コ学ゲ置領　ドら連た及でも現通のいる

を消失育制政教を
性経の教を知等化
動力統律連高要
流は争継法と
会会競るは以策
社識りにす置さ政
。知まめ関指化び
る連他たに法殊及
あにでの死亡で
めとる技の業慣た知の連要を定育会とる，用に残一
慮たるム二政習め連用る主係一教場学数と作接失くに
配る歴ヨラ。政のし作い関るのる大に至密中ま小
なす学てグた行関らは互てがな有一ち会は仕相との合や
着進はトロしの残た今相小小的同に統と責の命府都
題提又処が定府育き のうな統果が制二例，使政を い。

では府の
在て政る
有日知ル
な今連て
摩と作を資政すしめ
田。
一ヲく在
のに互跡の物加対た
一ヲ関ヲ相形府連等にの。
単効な有
機双たる政たにの北ヲの
のではに
府、ま知一的ヲ追ヲ官導ガクにのを経のけ
府制で独
政ガ方加連郎術ル閉で政指役にヲ割々府お
政体体単
物たで増ほに学て日源行府とガガと役増政に
物調自々
連で祖も学的にーの資育政ヤの広割なを州ル
連協府名ヲ
はく政ガ方学満にガ。ち、ラ要機重人に政域のよし及レ
のな物関で大ヲが小ヲ会ケ必府責成共家領句ヲ難府
は連機け
未しニルばに互政は
と欠しし自すの方政

欲た
ては
やては一の機連大
減っ用糸金府る
摩と作を資政すしめ
一ヲく在
のに互跡の物加対た
一ヲ関ヲ相形府連等にの。
単効な有
機双たる政たにの北ヲの
のではに
府、ま知一的ヲ追ヲ官導ガクにのを経のけ
政ガ方加連郎術ル閉で政指役にヲ割々府お
政体体単
物たで増ほに学て日源行府とガガと役増政に
連で祖も学的にーの資育政ヤの広割なを州ル
連協府名ヲ
はく政ガ方学満にガ。ち、ラ要機重人に政域のよし及レ
のな物関で大ヲが小ヲ会ケ必府責成共家領句ヲ難府
は連機け
未しニルばに互政は
と欠しし自すの方政

る坂中加は実と北物包
え一条増官促ニ。連携
ル、ガが政をヲヲ支
摩と作を資政すしめ
が迫ヲ量行牧けルがと
一ヲく在
のに互跡の物加対た
一ヲ関ヲ相形府連等にの。
単効な有
機双たる政たにの北ヲの
のではに
府、ま知一的ヲ追ヲ官導ガクにのを経のけ
政ガ方加連郎術ル閉で政指役にヲ割々府お
政体体単
物たで増ほに学て日源行府とガガと役増政に
連で祖も学的にーの資育政ヤの広割なを州ル
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はく政ガ方学満にガ。ち、ラ要機重人に政域のよし及レ
のな物関で大ヲが小ヲ会ケ必府責成共家領句ヲ難府
は連機け
未しニルばに互政は
と欠しし自すの方政

職
クムル定連ー要理
特関験必ヲ
ヲ割々府お
役増政に
及府も役ラさばべ

の実施対策　　箱政政みにて"所
有なのにり会行物等が大にサ、いが必場に活と多大
現備在山石社物連いの圧ラリ縦なムなる階政圧"幾の
不現ラの未お　　及連　ラに政がよ。　ラ　いは設が等　なく
はのえ。　は要な育せ共夫物ルいな統に期一地ラもあて数
合来。　な後な識るい教害と超連へてルてのが　係。で会にいで
ははて周変一特心えとる国がレっべっムの題関るロ元い供校
てはて式一当可采　関増会ぬ全元ネにグに会指とら"共"が立私
と様証政しを題にが社ら　と把模ロ特社営題ル　険育の
学用立行大隔向野数ネみは不　想が　なに向こり危教料
心作く府増欠内分の把がムハがるらは納満な　なる業有
ぐ至鏡政るな国の関とりラネるえぬ権"去不好てとす職る
得相を知す別　社務府まグ四元負ニ有基求職い的貌　あ

業のし一貫硬う　　ない育がさめけう。訓うは料で
投資りの経基づてすと底育成たうち業づて無の
に育ありが何ロー般を社教　　のをち職にいのも
般教が。　尉人が通並ち国等が統育でるがおてる
余人育を政成滅をにで米中論移教るすのにーせ
て成がい知を授会育き。　。提会すすれて国通さ
ち国体て連い自議教べる初う社料展にー米を進
さ会自山。　て文は等るいのいち発育と　階前
わ　　育さはー国国中さて料とすてで性領は設等
をり習測外出全米はご、無をルじす機代用ち一
料が学予例文は。民定取て動難通による把使中を
講てをとのを又ち帝等を、で復を論すの金ら依
授け角ち尉%。　動の色物と欠ち流理にち統動提。
ち郷い政化育で育至に分増生る別ぐやの育ち適は教
をて段の教ム全教つ成子のに文差練い流教動
野。

私がはじめて
お会いした頃は
通り前の
でてくる
笑顔と
の
等には
育人材
教成
際。
国た
やや
加え
等
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と
に
教員のみ
職員
教職
識者
教員
人
材
教
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人
学
年
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ら
や

と把大首で/も
人士教まれに
と州等から南が学員を
は State College
の Land Grant 設ラ
訓練は 主約の気大けには
の訓練 追及の商が
者の 教育報 教を
Land まれ人材な。 教の
育にて成 に部授に政
教物ず。 ル千集の院行
人 千行がい一南耐学育
成学い)も関る候国政大教た。

是及成主
設
学員を
て大跡機職をて
大は即一 追らの員一間短
会関教練はたれ動職ヲ
社務の訓れ、に常門授
域別育を試た又非季を
把料教室の統。どの位
の礎政ら系た人勤学
来学基行れりっと常
以大大び二ありがは。
年把成及 間
64のの し納ふはらるで多訓
もも関の横さ題おい学数も
び大教一実な連かて大

供のうち業の大ーレり。18学たり
提育収就は婚の育おるも秋，また働ル　い
を教だ人を卵教てあと　あ4ヶ分で等がた方（8つ11
金人ゆ会日のーでくがではてい
資或に。は桃要国ヒうウ3/5下幸ーはが業つが大校るナ
りも学向ー習主米向まばの以の減ヒた農持しる学な受
たで大にるえ者れこ他向，びを着11中にカ
ーこのうち学のルたのさて激すが例職そ
職こはべもで外，急続就はりまルで学特11和ま育
組線をーレ従年継えまスに探べ同者の働も多教
設る術る取受ゲとる。近はき男年11レ順御下はでとけの
施11校11育にのこあは傾年ヒ8.19が取級一育物職少を以
やて育て放件てをでルの52以数が育ーう教職う育ル
不ー教ル条全すつべりりま年がル放のカ校のみが教そ

て　　業者な　　練校よ
続年々そのて1/10位業又増々各々
き八受約は占ぶのり職が人　職現く一訓通に
引　がの又にさ体まな人給の休あ　の深うた跡練
にがはーは力な金ゆた依ら白き力い義カー志訓
難育に育人年働みのとうけのルとび働が意。連夏業
団教年教業四労と期労あう人ニニを労たがレ関職
が　　1975校就。務る初の。くたてる件。一棟ケにカ
保年学うのす仕期うまけっな条る年に訓り業識等
雇。　のはう年加年中ろをうとく職なする業求又認性
働うのば不の新学増10年あ育をにす入にのす職。ィい会
職ろられ以もで大　1970で教育者やの団ら加用うず社
あかれいいのは　1970加　教団ー重要が受職ろー中び
はでお歩そなに合が　掘でい雇団位なれが入あサ及
のなこ進すいが以割ろう野す　庭の要こ成りでびは
もくきてしれるいか連分はしが務筆　構まる及で行

さー。ーが校信。教育目に標識より江全業進長政せ調オもカロ同為等新家方団を人て失従成知も強事入ト領はカあ高の国オい性上たしっを清連助がけ位ンる件断て練いを多数のーに従国標経な援発でのらつす条判律ム訓筒力数業や練何。負目すず南内関カら行要類ラ業の働会。熱をる会はの業業一組物心はばグ職位労り社るり性す育社大術金従ク後とのり及ロび順のよのきよ産に文の増育入教。ーなへ合よプは充業にめで生易る家の教方るうりレすー場識性新優職とたがけの容ル国会ううちへ整タの知応衆元でなこるとうカ立ら残。等もしあにオ調ニニ門通政拡等要ありすこを御成けし育す数割得で化のを。町御設究はす成る育宮達にら教促ニ役取なメ械カのる納性労祀探に妹達す教の標級減すもこのりれト残出ルあ術類育何標確を犬りは目一をさを府

が連ら連事す教教にの払百識習職高断高な
かあ育関。学も支す認学入。不がに
いたのは教にたはいを掛の校びたが等
深し育つ国性め心てる金雑と学及しを学ん
り行教に全産じ関しの質をこ中請学退関
物にる生はのに術のれう。業要大庭の
に額れはびし府々校けそいたは職う中象
ら激多き者及を政行にたとっ宜またも大
が覚が入画門知生るもる勉しるてか般。
掛と金導応性負連はきのあが弁成すしーるま年教
立元資に薬通いる者くでくでた育構調関いい65人生
ういの階政のとすいる治つ難に教面張にしがての19成学
いる府段府体る関無も生に困ら国を百加とま国がの
とり設る政全すにの術職もき米程育教論こて米中%制
ずあ知ゆ知業る育育校はうので課教等にい、名10.1日

130,314,000に全ら
前がん
約年%な
口一8.1が
人の%
統でが81.8
のま等て
ヒ日にし

日内
全の
た。
119,719,000
人
教
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9.6
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貧のに%　男う職，
有配ゎ13.2　人ぃ内あ
子指当人　白とので
男資。思　%そ率
人有た。中18.1　高
白子け14.8た。貢が最

男受人し人満たと
中人五白加加来し%
に思育は参参ま禾37.7
人　教子に全34をが
満%人サ育育ヒ率加
未24.1成　教教以加参
まのがし人人ま参棟
35者%設成成25高訓
指10.9ヒが
子最業た。

参職と育た。会教なぃ元
育　%教ぃ社人サてこ
教%25.2人て域個にーを
人27.7学成ー他　常加%
成校大の用　非参10
る学制つ治は8.0ととは
れ五時ミく加育%ヒ計
き私定なな参教10.3以合
測。　納別の信他門め
子五%般五へ通のった
と伝27.5ーり源　ーる
名　門も全導%。あ
15万は棟と五指13.4%たが
13育訓っ働の職5.8っ者)。
加業もの他雑授がるる

ま増足入
けの　教
向生室
入治教は
人　育
成な教。
はの小人
大用ぃ成
増揚がる
の高がり
間情うか
余はが論
り加ぃ
時心をに
設ら堂

にのぼこの一ら
至種市たャが欲な向向笑
多名のしージて減くが及しっ低代多し普なが年リに。周30また国な年時19，米に追務た。がなが福た勤た活と動絡ー
1月能治が加し加成可育々増た。
昭連多教人がた。とれこ入ら間
がつ自にれけ期だ，

成感国の係が19
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SUMMARY

The history of the United States can be understood as the attempt to manipulate, change, and rework the human environment. The future history of the United States will also mean a changing human environment in which continuous learning throughout the life-span will represent an essential ingredient for personal survival, effectiveness, and human authenticity.

Adult Education in the United States is local in nature. It is not a division of a national ministry of education, administered by the central government, but a rather complex mixture of private and public, national and local organizations operating under the law of supply and demand. It is a strong force in helping the citizens of the United States govern themselves, but it is not an authoritative arm of the Federal Government. The Federal Government helps to shape national policy in adult education, not by fiat, but by leadership and some financial assistance.

This situation, which differs from the role and direction of adult education in many other nations, should be kept in mind as the reader interprets this report on one of the United States' most turbulent decades.

Mass communications is an aspect of American life difficult to describe, because it relates primarily to adult learning rather than to adult education. However, its effect on adult education must be understood.

Dissemination of information and opinion and advocacy in the United States is conducted on a vast scale. The variety of materials broadcast and printed is impossible to catalogue. Broadcasting is so pervasive that most citizens receive each day hundreds of items of information and

persuasion. There is probably less control or central direction of this activity than in any other developed nation. There is no national, government-operated broadcasting system. Freedom of the press permits widespread advocacy of minority views.

An understanding of America's communications apparatus brings one to the problem of separating information from knowledge, of differentiating between learning and being taught, and of illuminating the complicated relationship between these.

In a national survey conducted in 1971, it was estimated that 21.2 million adults (10 percent of the population) lacked reading skills at the "survival" level. A national adult education research project is currently being conducted to determine the performance requirements for adults in a post-industrial society. These requirements will be described in terms of reading, writing, computational, and coping skills.

Adult education has been a strong factor in raising the expectations of the disadvantaged, and it has also been a tool in meeting some of these new expectations. It helped create a widespread desire for self-fulfillment, a feeling that there should be more to life than producing products and consuming them, and it helped millions of citizens toward this fulfillment.

Minority groups asked for their fair share from our society. Such movements as women's liberation, a demand for day care centers for children, neighborhood control of schools were among the results. So were the "underground press" and free universities.

Two educational concepts grew stronger during the decade — career education and lifetime learning. The concept of career education is not based merely upon a need for new job skills but upon a recognition that for most of our citizens a meaningful and productive work experience is essential to self-fulfillment. While the concept of lifetime learning recognizes the immediate need of many persons to up-grade their skills it also seeks to serve the need of all to understand adult experience and thus increase our knowledge and ability to govern ourselves.

Adult education is organized in many communities in connection with the elementary and secondary school system. In a few communities, this may be the sole source of adult education, but in most, a wide variety of organizations provide adult education. These include employers, churches, unions, military service schools, colleges, public libraries, correspondence schools, community agencies, and a wide variety of professional, proprietary, and voluntary institutions. Adult education assumes such varied forms as courses taken for credit, informal instruction, on-the-job training, correspondence study, and discussion groups or demonstrations at home, in the shop, in the field, or in the office.

Most adult education programs are conceived and organized separately from educational programs organized for children, young adults, or full-time college students. However, there has been a growing trend since 1965 for the elementary and secondary school system, the community college and the university to accept greater responsibility for planning, organizing, coordinating, and staffing local adult education programs.

Federal involvement is massive, unorganized, and multi-purposed. It has grown rapidly over the past decade without having been given a conscious sense

of direction. It is the result of many different laws, administered in different ways by many different departments and agencies of the Federal Government. Yet there are some common strands which help explain what exists and which help reveal both strength and deficiencies.

One such strand is the pronounced legislative concern with disadvantaged elements in our society. In an effort to promote social mobility, Congress has enacted a broad band of extension and continuing education programs addressed to those less able to compete for economic standing and educational attainment. This legislative emphasis has been reinforced by Federal administrative policy and paralleled by changes in practice and policy on the part of many institutions of higher education.

No single agency of the Federal Government today has central responsibility for the interaction between the Federal Government and institutions of higher education, yet all major departments and agencies have a continuing relationship with colleges and universities. As a result, several agencies may be engaged at any given time in important forms of collaboration with the same educational institutions.

Constant interaction with universities is an important element in the functional responsibility of many Government agencies. Much of this interaction is closely tied to the mission of an agency; consequently, responsibility for dealing with colleges and universities cannot be conveniently assigned to some central agency of Government. What is required is not a monolithic Federal presence on the university campus but a coordinated one. Today there is no "Federal" presence, merely the presence of Federal agencies acting independently of each other.

All signs indicate that university-Federal agency interaction will continue to increase. Although this interaction has produced abrasions and mutual frustration, it has also proved mutually advantageous. Universities need Federal funds and the opportunity for scholarly involvement in Federal programs relevant to institutional purposes. In turn, colleges and universities are an invaluable resource in support of objectives sought by Federal agencies.

As adult education administrators are required to do more, they are subjected to more concerted pressures from political leaders, the courts, the public, and their own administrative hierarchies. As government programs increase in volume and scope, the administrators experience greater difficulty in relating their functions to numerous others which impinge on their particular responsibilities. When increasingly the needs of local and State governments require understanding and support from the Federal level, the existing forms of interaction evidence more sharply long-present inadequacies. And the present organization of the Federal executive branch reveals serious shortcomings resulting from the enlarged and changing demands made upon it.

The increasing number of Federal executive agencies concerned with domestic problems, particularly in the areas of education and social welfare, has brought the Federal Government closer to local communities than at any time in the past. At the national level, Federal programs appear mammoth and sprawling, but at the local level their size may take on more manageable dimensions. Control and "ownership" of these programs consequently become volatile issues, and they become exceptionally so when

these programs touch closely on basic social issues, expectations, and frustrations. The dangers of politicizing these programs at the local level are real, and what once may have been conceived as a "community" is transformed into a "constituency."

There are hundreds of private schools which provide career education for a fee, and many adults pay tuition to take courses at educational institutions in their spare time. It is estimated that learners pay a major fraction of the national bill for adult education. An exception to this general policy is the adult basic education program or the national literacy effort in which the Federal Government provides 90% of the cost. Through the Congress, the Nation has taken the position that every citizen should have access to the equivalent of a secondary education. It may be that the principle of a free public elementary and secondary education, deemed necessary to keep the United States' society viable, will be extended to the principle of life-long access to free learning to retain this viability in the increasing complexity of our society. Many of the programs and expenditure of tax monies to provide job training and other compensatory programs for the victims of discrimination will move the country closer to free education at every stage of life.

Until the last decade the field of adult education lagged behind other educational fields in the number of international exchanges of practitioners and professors, in participation in international organizations, and in international studies. Adult education may still be behind, but in the last 10 years significant strides have been made. Indeed, one important trend in adult education is its increasingly international character.

Adult education in the United States needs more trained career-oriented personnel. The shortage can be validated by present enrollment and participation figures in such programs as public school adult basic education, college and university extension, retraining programs in business and industry and in continuing education programs of professional associations and organizations. It can also be documented with evidence of the scope and nature of the problems of undereducation, poverty, rapidly changing professional job markets, increase of time for life-long learning and leisure-time activities, and the urgent necessity for our environmental understanding and conservation.

Over the past few years, national, regional, and State programs have been initiated to provide and prepare leadership and personnel for some of these adult education programs and activities. However, there remains a significant and varied number of gaps and shortages in adult education personnel.

The college or university has provide most of the training for adult educators, particularly land grant State colleges. There are approximately 75 institutions of higher education which provide master and/or doctoral level programs in adult education. In the past 2 years, 16 colleges in the Southeast have established either undergraduate or graduate programs for teachers, teacher-trainers, and managers with Federal support.

Community colleges and special institutes operated by colleges and universities have trained thousands of teachers, teacher-trainers, and administrators in adult basic education since 1964. However, most of these efforts have been designed on an emergency basis with little systematic

followup. Also, these institutes and conference have served part-time personnel in most cases. The universities in their degree-granting programs have prepared full-time personnel.

Many other government and private groups have funded and organized their own short courses and institutes of training or retraining. But again, the universities have been called upon to provide much of the training in educational techniques for the adult educator.

Rising levels of educational attainment have probably caused a number of the shifts in employment requirements. One of our major goals has been to increase educational opportunities for all groups in the population. Accordingly, the educational level of the United States has been increasing rapidly in the recent past, and this increase is likely to continue. As recently as 1952, for example, about two-fifths of the employed males who were at least 18 years old had completed 8 years of schooling or less. By 1964 this proportion has declined to slightly more than one-fourth. While the upgrading of educational achievement has been generally characteristic of the labor force, it has been especially marked for blue collar workers and farmers — the occupations which have provided the bulk of the employment for persons with less than a high school education. As a majority of the employees in these occupations come to have at least a grammar school education the individuals with lesser schooling will be at a disadvantage in obtaining employment.

With continued progress in education over the next decade, by 1975 it is likely that only about a sixth of the employed persons will have received an education amounting to 8 years of schooling or less. The proportion of the labor force with 4 years of college or more is projected

to increase, but at a somewhat less rapid pace — from a tenth of the total in the early 1960's to a seventh in the mid-1970's. As the supply of well-educated, or better-educated persons increases in virtually all occupational fields, the greater availability of these persons to employers itself becomes an important factor in raising entrance requirements for many types of jobs.

As the occupational composition of the labor forces changes in the coming decade, the significance of career education in job preparation is likely to become even larger than at present. The relevant training for white collar and service jobs involves an emphasis on developing a broad base of cognitive, communicative, and social skills — skills acquired through career education. Within industry, automation tends to shift employees' duties from work as operators of machines to work as monitors of complex controls adjusting flows of inputs and outputs. The requirements for these types of positions are judgment, reliability, adaptability, and discipline rather than technical expertise.

The new programs in manpower policy, the expansion of facilities in higher education, and the search for new directions in vocational education increase our society's flexibility in pursuing many goals by making it possible to assure a more adequate supply of labor in occupations required for national objectives receiving a high priority. In addition, a better educated and more skilled population would facilitate pursuit of all goals by increasing the productivity of the labor force. Consequently, the greater educational opportunity which furthers the Nation's social goals

by reducing the prevalence of illiteracy, poverty, and unemployment also encourages economic growth.

During the last few years there has also been a radical shift in the role of the Federal Government with respect to education — from a position of non-interference and non-support to increasingly heavy involvement. With substantial Federal funds flowing into education at all levels, Federal policymakers have begun to ask penetrating questions about the relevance and productivity of the total national education effort. The concern of the Federal Government with education has been heightened by its awareness that the poorly educated are likely to be unskilled and that the unskilled encounter difficulties in getting and holding a job that will pay a living wage.

The U.S. Commissioner of Education has called for a thorough restructuring of the curriculum of secondary schools to place greater emphasis on career orientation and preparation. With respect to higher education, there is mounting evidence of public concern about the large and still growing number of college students, a high proportion of whom start their college studies only to drop out.

Among the estimated total population of 130,314,000 persons age 17 and older, 10.1 percent participated in adult education, 8.1 percent were full-time students, and 81.8 percent did not engage in any formalized education during the year ended May, 1969. Of the 119,719,000 eligible population (i.e., excluding full-time students), 11.0 percent participated in adult education.

Although women outnumbered men both in the total population age 17 and over and in the population eligible for adult education, more men participated in adult education; 12.6 percent of the eligible men took adult education, compared to 9.6 percent of the eligible women.

Blacks were 9.7 percent of the total population age 17 and over but only 7.5 percent of the total number of participants in adult education. Whites comprised 89.3 percent of the total population but represented 91.5 percent of the total participants.

More than half of all persons age 17 through 24 were students, with 40.5 percent studying full time and 10.7 percent participating in adult education.

The rate of participation in adult education dropped from 18.2 percent of the eligible population under age 35 to 7.7 percent of those age 35 and over. Except for the youngest age group, 17 through 24, nonparticipants were fairly equally distributed for all age categories.

For those under age 35, 24.1 percent of the eligible White men participated in adult education, while 10.9 percent of the eligible Black men took adult education. In comparison, 14.8 percent of the White women and 13.2 percent of the Black women participated.

Of the total participants in adult education, White men age 25 through 34 comprised the greatest percentage, 18.1; and of these, the greatest percentage, 37.7 were in job training.

The three most popular sources of adult education showed little difference in utilization by the estimated 13,150,000 participants:

public or private school, 27.7 percent; job training, 27.5 percent; and college or university part-time, 25.2 percent. Participation in the remaining instructional sources was much less: community organizations, 13.4 percent; correspondence courses, 8.0 percent; tutor or private instructor, 5.8 percent; and other adult education, 10.3 percent. (The totals add to more than 100.0 percent due to multiple participation.)

The growth of increased leisure time can be equated fairly closely with the growth of adult education activities designed to enrich the mind and spirit rather than the pocketbook. Adult education in the classroom and the lecture hall did increase as income went up and working hours went down. Many forms of self-fulfillment became increasingly available to more and more citizens in the 1930's. However, it was only in recent years with greater affluence and increased leisure that such educational activities became widespread in the United States.

Adult educators must concern themselves with the individual's quest for identity, the quest for community, the proper uses of fraternity, the assumptions which underlie problems created by bureaucratic behavior, and the re-education of persons in human relations.

The National Endowment for the Humanities created in 1966 has maintained that effective educational programs for the general public should be channeled through all institutions and agencies that have an educational mission. Thus it has made grants to television stations, newspapers, libraries, museums, as well as public schools and institutions of higher education.

The term "humanities," as defined in the National Foundation on the Arts and the Humanities Act of 1965, includes but is not limited to the study of the following: "language, both modern and classical;

linguistics; literature; history, jurisprudence; philosophy; archeology; the history, criticism, theory and practice of the arts; and those aspects of the social sciences which have humanistic content and employ humanistic methods." The Endowment is also authorized to support "the study and application of the humanities to the human environment."

As we move into the seventies, the stage is set for massive growth in adult education. To a considerable degree there seems to be a readiness to call on the services of adult educators, a readiness which stems from several decades of careful attention to developing methods appropriate and successful for adult learning. Adult educators seem eager to employ new devices and to incorporate research findings in their programs. The limitations are largely those of finance, lack of access to the products of the new technology, and lack of training in their use. The fragmentation that has plagued adult education in the United States from its inception is still present, but a common concern for effective methods constitutes one of the major forces linking the field - and one of the brightest hopes.

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